

# Engage ELLs with Social-Emotional Learning Through Group Work Activities

**Should language teachers intentionally incorporate social-emotional learning (SEL) when lesson planning?**

**Yes! SEL competencies get students using core cognitive skills to think, read, learn, remember, reason, and pay attention in the classroom.**

In this webinar, we will:

- identify SEL competencies
- examine group work techniques
- explore how to differentiate the learning of soft skills through group work



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# April Minerich



April has 20+ years of experience in teaching, course design, and team leadership around the United States and Thailand in both public and private programs. Currently, she teaches graduate and undergraduate ELLs from around the globe in college ESP courses, online and in-person.

As a leader, April has supervised colleagues and led special programs, including being a *Teach English Now!* MOOC team member. April spent two years as a TEFL/Crossover Volunteer with the U.S. Peace Corps in northeastern Thailand and two further years teaching English in Bangkok.

Originally from Colorado, April holds a MA in TESOL from the School for International Training in Brattleboro, Vermont.



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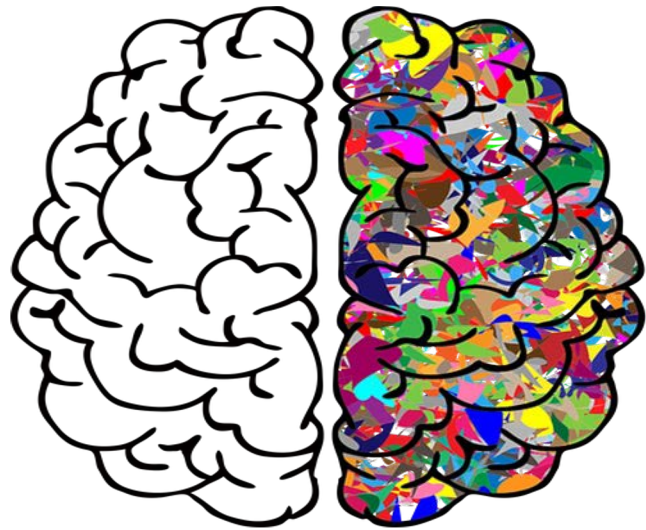
# Engage ELLs with Social-Emotional Learning Through Group Work Activities

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# Session Overview

- Social Emotional Learning Overview
  - Review core competencies and skills
- SEL & Group Work
  - Implementing group work with language skills work and SEL skills practice
- Example Group Work Activities – 2 activities
- Summary / Conclusion



# SEL OVERVIEW





# Social Emotional Learning



**EMPATHY**



**TEAMWORK**



**TIME  
MANAGEMENT**



**MENTORING**



**COMMUNICATION**



**PROBLEM  
SOLVING**

# Social Emotional Learning (SEL)

## 5 competency areas?



# SEL COMPETENCIES

(brief explanations)

## Self Management

Managing emotions and behaviors to achieve one's goals

## Self Awareness

Recognizing one's emotion and values as well as one's strengths and challenges

## Social Awareness

Showing understanding and empathy for others

## Relationship Skills

Forming positive relationships, working in teams, dealing effectively with conflict

## Responsible Decision Making

Making choices about right and wrong in our personal and social behavior

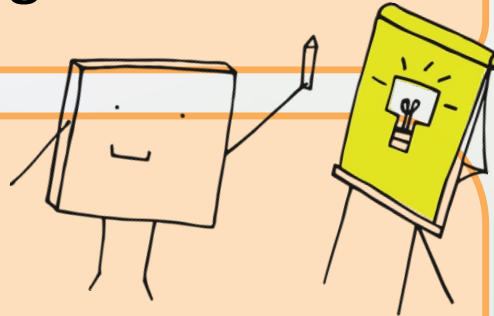




# SOCIAL EMOTIONAL LEARNING

## Self Management

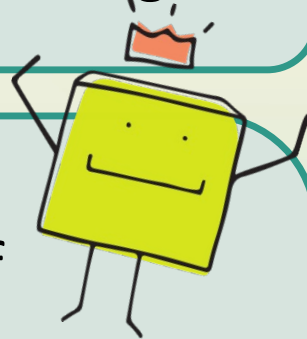
Managing emotions and behaviors to achieve one's goals



- Emotional control
- Restraint
- Self motivation to get things done
- Manage my stress
- Set goals and achieve them

## Self Awareness

Recognizing one's emotion and values as well as one's strengths and challenges



- Label one's own feelings
- Accurate self assessment of strengths/weaknesses
- Relate feelings and thoughts
- Exert control over one's motivation, behavior, social environment
- Optimism

# SOCIAL EMOTIONAL LEARNING

## Social Awareness

Showing understanding and empathy

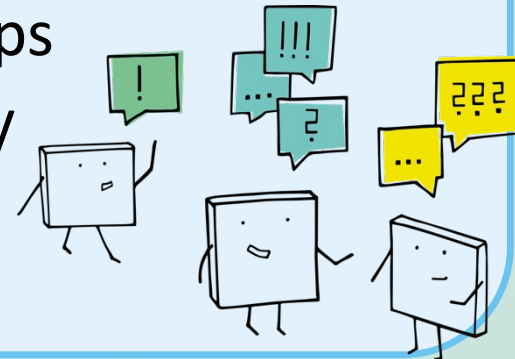
What do you do to  
help students  
develop  
relationship skills?

- work cooperatively

## Relationship Skills

Forming positive relationships, working in teams, dealing effectively with conflict

- Resolve conflicts
- Build relationship with diverse individuals and groups
- Communicate clearly
- Work cooperatively

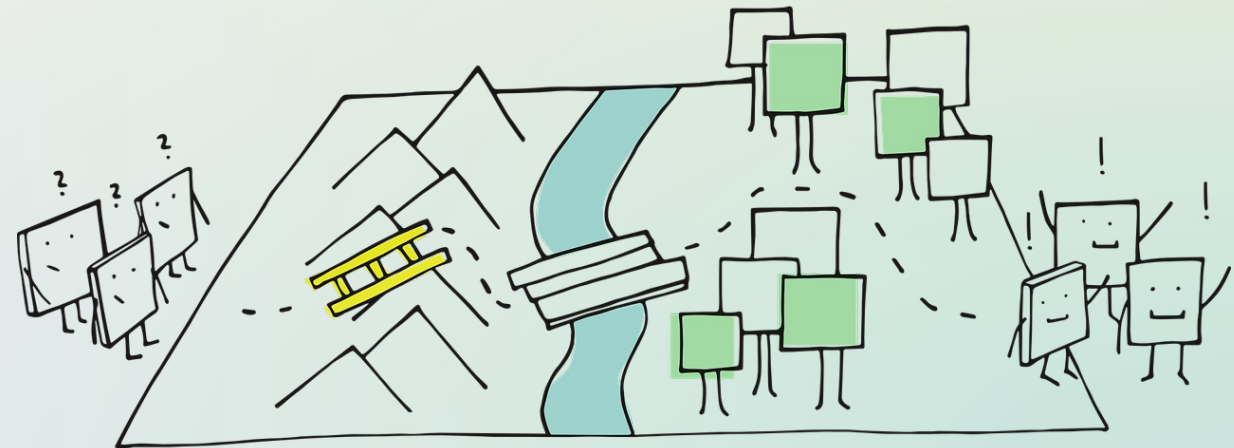


# SOCIAL EMOTIONAL LEARNING

## Responsible Decision Making

Making constructive choices about personal and social behavior

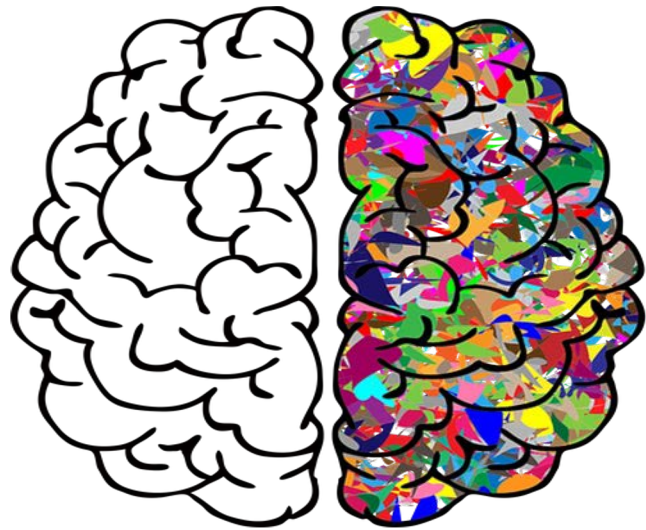
- Rules and respect for them
- Evaluate realistic consequences
- Consider well being of self and others
- Recognize need to behave in acceptable ways for our culture
- Base decisions on safety and social effects
- Problem solving



# SOCIAL EMOTIONAL LEARNING

## Question

Which SEL competencies do you already help students build?  
How?



# **SEL AND GROUPWORK**



# Part 1: Group work enhances English language learning



## Consider the benefits of group work

- Reduces teacher talking time and teacher is facilitator
- Appeals to different learning styles in students
- Help each other and encourage each other
- Develops camaraderie and builds closer relationships with classmates both in person and online
- Use authentic language
- Gives four skills practice plus Pronunciation and Grammar skills

# Types of Group Work

**discussions**



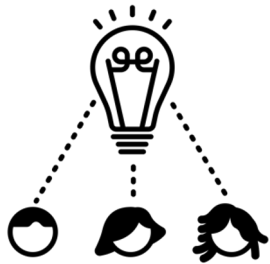
**games**



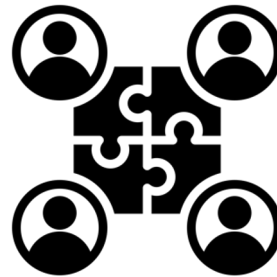
**task-based**



**problem solving**



**jigsaw**



**role play**



# Tips for implementing group work:



- Set language and SEL objectives for the activity
- Set clear steps
- Alternate choosing groups and letting students choose
- Give space and time
- Focus teacher's actions
- Ask reflection questions



## Part 2: Group work enhances SEL competency learning





## **Example situation showing competency**

Three students were working in a group to discuss questions with a handout. One of the group members, Cecilia, was doing most of the talking.

After 3 to 4 minutes of talking to the group, Cecilia, said:

“Wow, let me be quiet. What do you think, Jorge and Fatima?”

**What competencies did Cecilia show?**

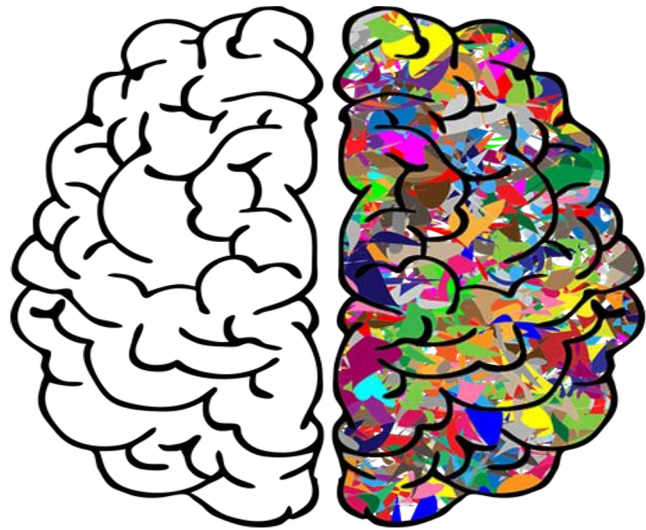




## self-awareness and relationship skills areas

(Cecilia realized that not everyone in the group was participating because of her behavior. She took action to adjust her behavior.)





# EXAMPLES OF GROUP WORK ACTIVITY

# Example Activities

**(1)**

**Group discussion  
activity**

**(2)**

**Vocabulary jigsaw  
group activity**

# Example - Group discussion activity (1)

## Group Discussion (with student roles)

**Topic:** characteristics of a good listener

**Level:** Intermediate 2 level

**Language point:** giving advice  
(modals: should, could, must)

**Group Aim:** create 3 presentation slides  
to present to the class





# Teacher plan

**Time:** 25 minutes + 15 minutes for groups to present

**Materials:** role cards, computers for creating presentation slides

**Objective:** Use modals to discuss and write a dialogue

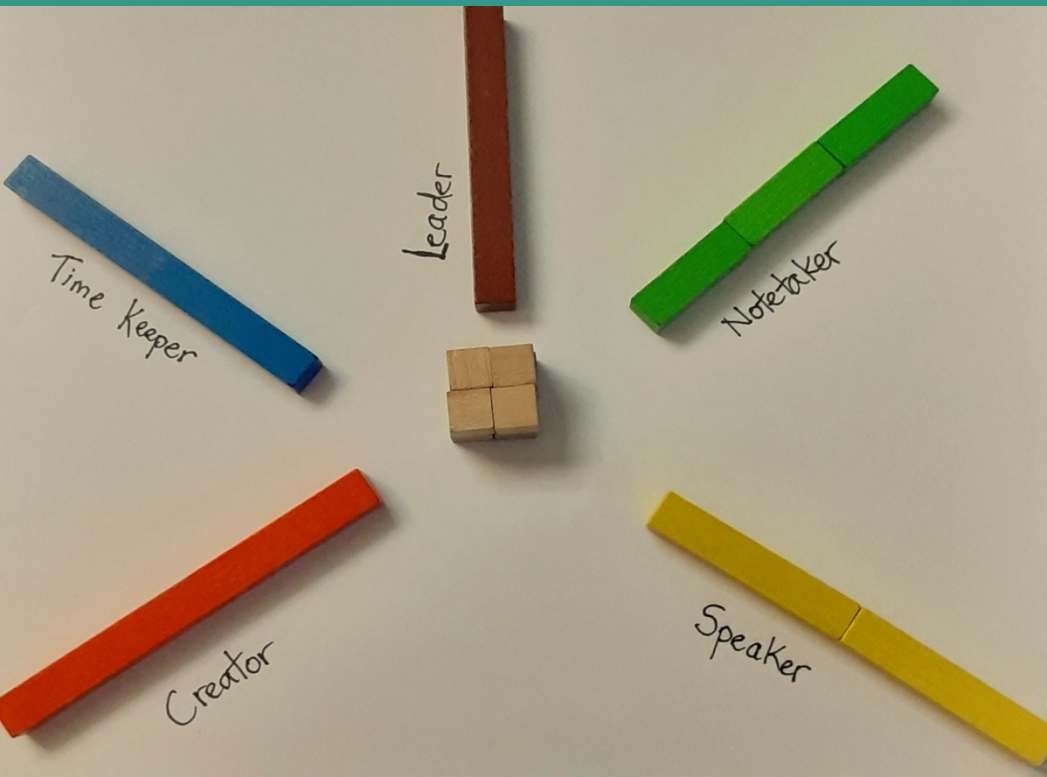
**Language skills:** reading, writing, listening, speaking

**SEL Competencies:** self management; self awareness;  
relationship skills

# Steps in the Lesson Plan

neighborhood

## Step 1: Activity instructions



Activity time limit: 30-40 minutes

### STEPS:

Teacher sets groups and gives instructions:

- Brainstorm characteristics of good listener
- Write a short dialogue between 2 friends to show a good listener
- Place dialogue on a slide
- Add pictures and graphics for visual appeal
- Be ready to present to whole class

## Step 2: Understanding the roles

**leader**



**writer**



**speaker**



**creator**



**time keeper**



# Role description cards

## Leader –

You help the group follow the instructions but you don't talk all the time. You model the correct grammar. You make sure everyone does the role they have. You ask questions – for example - Does everyone understand what to do? Also ask them questions about the material for example - What words do you know about the topic? Be sure that everyone in the group gets a chance to talk and participate.

## Notetaker –

You take notes on the group's discussion and write down important main ideas and details. You write clearly so team members can read your notes. You ask the leader questions so your notes are correct and helpful for the group. You write down notes with the correct grammar assigned in the activity.

## Speaker –

You are very busy in the last step of the activity when the group shares with the whole class. You will explain the "creator's" visual aid. You use notes from the "notetaker" to help you speak. You must use the correct grammar in your speaking. You get ideas from the "leader" and the other members of the group.

## Creator –

You make the visual aid assigned for the activity. Everyone in the group should help you but you are the person doing the work. You ask questions to the group members to check that what you are creating matches their ideas and the goal of the activity. You use accurate grammar. You must work quickly and check with the "time keeper."

## Time keeper –

You know the amount of time the teacher gave for the group work activity. You watch your clock and warn the members when time is running out. You help everyone to be efficient and work quickly because you check the time frequently. You help your group members in the roles and support everyone.

### Step 3: Group gets together and works on aims of the group activity



Students will:

- meet up with group and gather materials
- greet one another and discuss/select roles
- ask questions
- jump into the task of making the dialogue
- carry out their role
- achieve or complete the group task to get ready to share, give feedback, and reflect



# Dialogue example

(characteristics of a good listener)



April:

“You will never guess what my cat does.”

Kate:

“\_\_\_\_\_.”

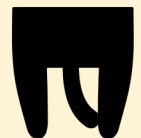
April:

“My cat stares into the electric fireplace at the digital control panel. She just sits there for a long time and stares.”



Kate:

“\_\_\_\_\_.”



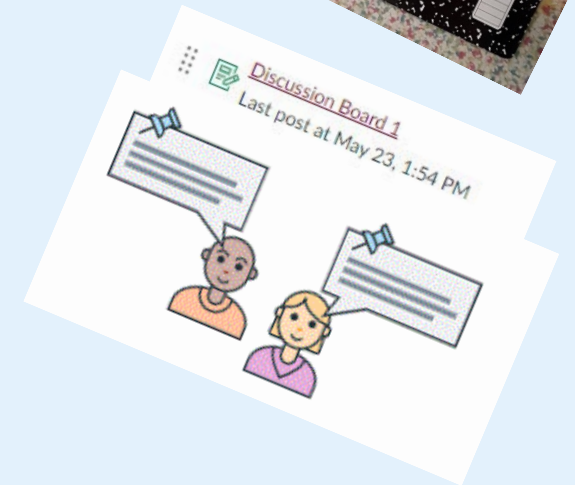
## Step 4: Feedback, Assessment or Reflection



Students will:

- group (“Speaker”) presents work to class
- classmates listen; gives thumbs up/down and answer feedback questions from the teacher
- no assessment today
- reflect on the activity

Feedback question:  
What characteristics  
of a good listener did  
the group show in  
their presentation?



# Think and speak about reflection

What reflection questions can encourage students to reflect on their social emotional learning?



# Reflection Questions Worksheet

Name:

Group number:

## REFLECTION QUESTIONS

How did it go when you started with your group?

Did you easily talk to everyone?

Did members agree on how to do the group assignment?

When deciding on the roles, how did you decide?

What did you do?

What did you like about this activity with the roles?

What would you change about it next time?

## Example – Jigsaw vocabulary activity (2)



# Vocabulary Jigsaw Group activity

(sharing knowledge)

**Topic:** places around my town

**Level:** Basic 2 level

**Language point:** dictionary skills and writing original sentences with vocabulary words

**Group aim:** make a poster





# Teacher plan

**Time:** 30 minutes + 15 minutes for groups to present

**Materials:** flip chart paper, markers, dictionary (online/paper)

**Language goals/practice goals:** Create a visual image to show new vocabulary

**Language skills:** reading, writing, listening, speaking, grammar

**SEL Competencies:** self management; relationship skills; responsible decision making

# Steps in the Lesson Plan

neighborhood

## Step 1: Activity instructions



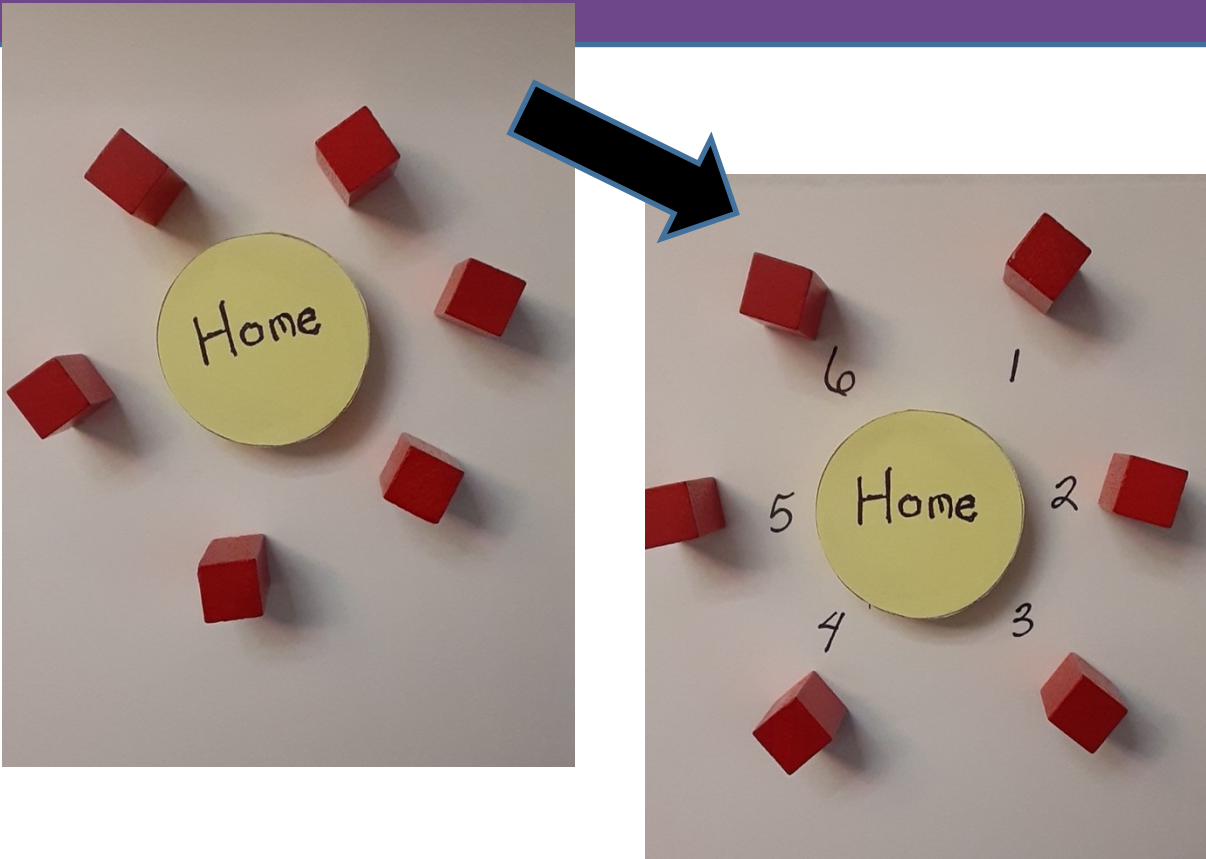
Activity time: 30-40 minutes

### **STEPS:**

Teacher gives instructions:

- Students join a "home group" and plan
- Students count off
- Students leave "home" and join an "expert group" and this group gets a new word from the teacher
- The "expert group" works together to create a poster
- Each individual presents the poster to classmates in the "home group" from the poster that their "expert group" created

## Step 2: Understanding the group movement



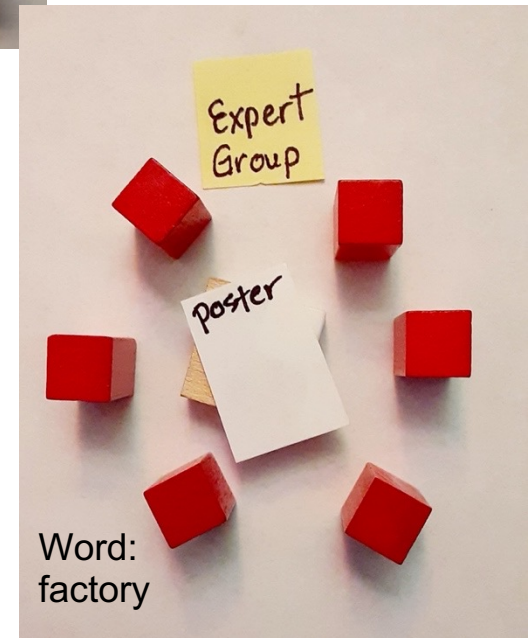
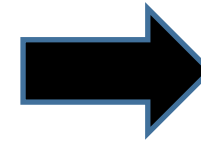
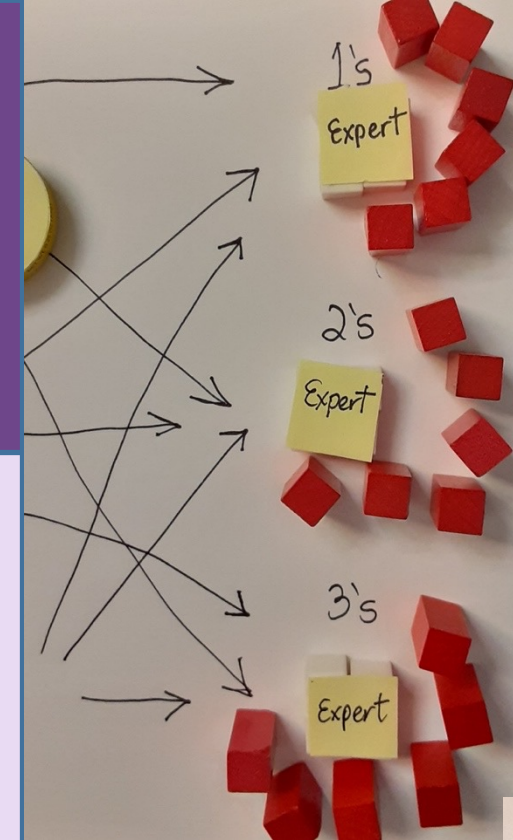
Students will:

- join a "home group" with same number of members as the number of vocabulary words in the list
  - example: 6 new words = 6 people in the "home" group
- count off in "home group"; and then they must agree on the meeting spot for when students return to "home" later in the lesson

## Understanding the group movement (continued)

Students will:

- leave the home group and join an "expert group" from numbering off that they just did in the home group
- at this point, each "expert group" of 6 people (the one's, the two's, the three's, etc.) gets a new word from the teacher and finds a place to work together to create the poster





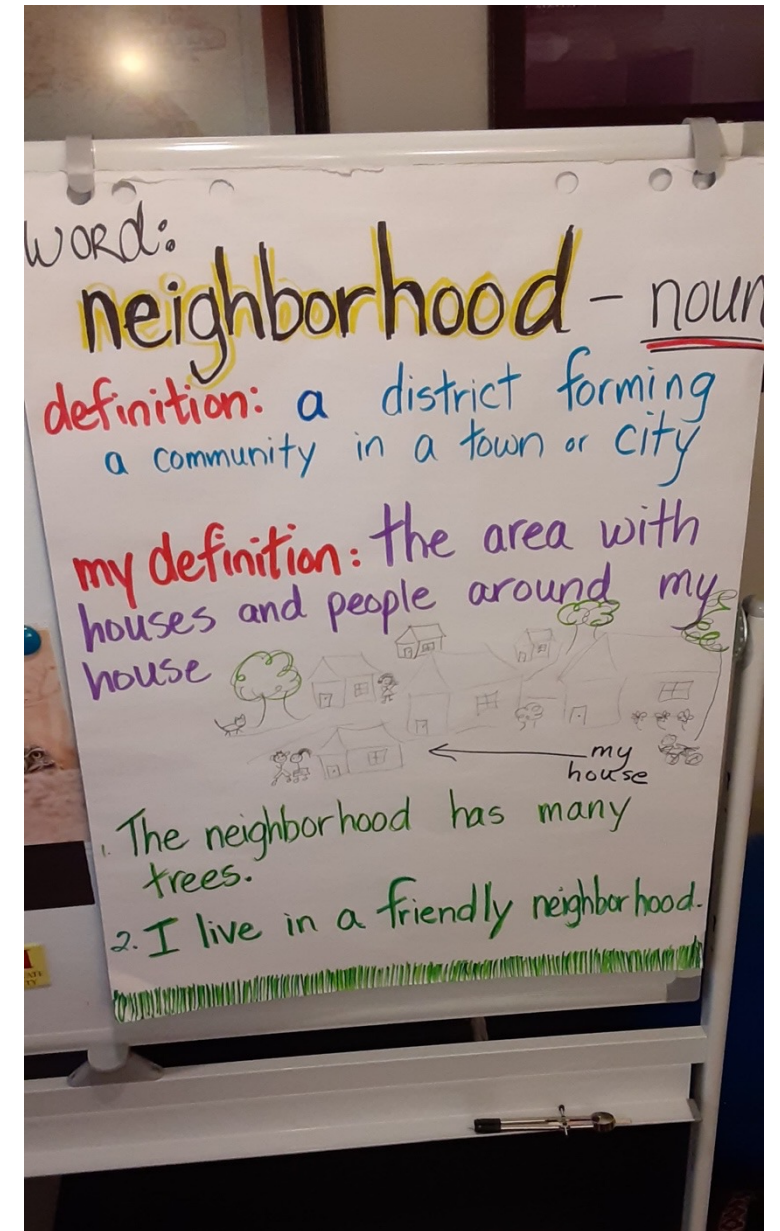
## Step 3: The Poster

**word list:** neighborhood, hospital, factory, pharmacy, church, supermarket

**poster has:**

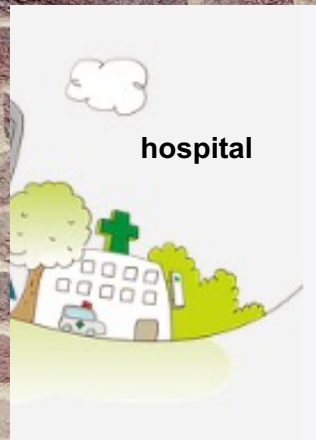
- word - part of speech - dictionary definition - definition in your own words
- picture/drawing showing the meaning of the word
- two sentences that use the word

How could you adapt the poster requirements for more advanced learners?





## Step 4: Presenting the poster



Students will:

- while still in the "expert group," the students hang the completed poster on the wall of the room and return to "home groups"
- with "home groups" the students walk around the classroom and stop at a poster
- the individual "expert" presents the poster information to the "home group" members

# Step 4: Feedback, Assessment or Reflection

Students will:

- Take a quiz on the words
- Vote on the poster that helped them learn the best
- Reflect

## Reflection Questions Checklist

In the “expert group” I was:	Circle YES or NO
motivated to contribute	YES or NO
shared my thoughts	YES or NO
stayed on task	YES or NO
tolerated other people’s behavior	YES or NO
practiced teamwork and problem-solving	YES or NO
handled conflicts constructively	YES or NO
offered support	YES or NO

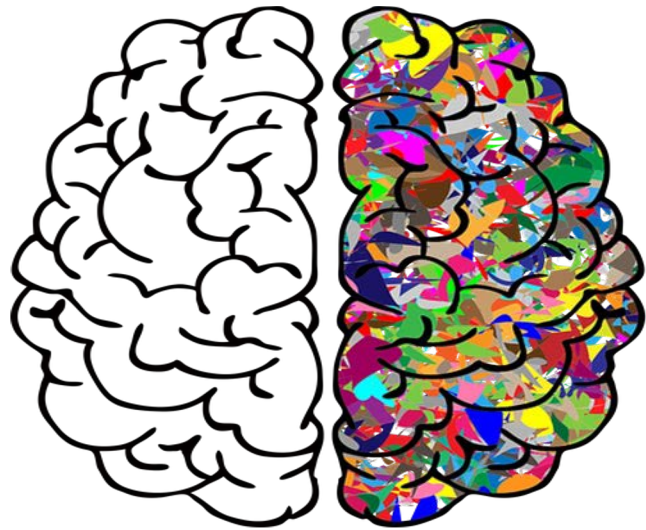
**Think and speak about  
reflection**

**What SEL competencies  
and skills were used in the  
Group Jigsaw?**



# What skills were used in the Group Jigsaw?

SEL Competency	SEL competency skills
<ul style="list-style-type: none"><li>• Self management</li><li>• Self awareness</li><li>• Relationship skills</li></ul>	<ul style="list-style-type: none"><li>• critical thinking</li><li>• giving clear feedback</li><li>• flexibility &amp; creativity</li><li>• have pride in accomplishment</li><li>• public speaking</li><li>• persistence to finish to the end</li><li>• innovation</li><li>• cooperation</li></ul>

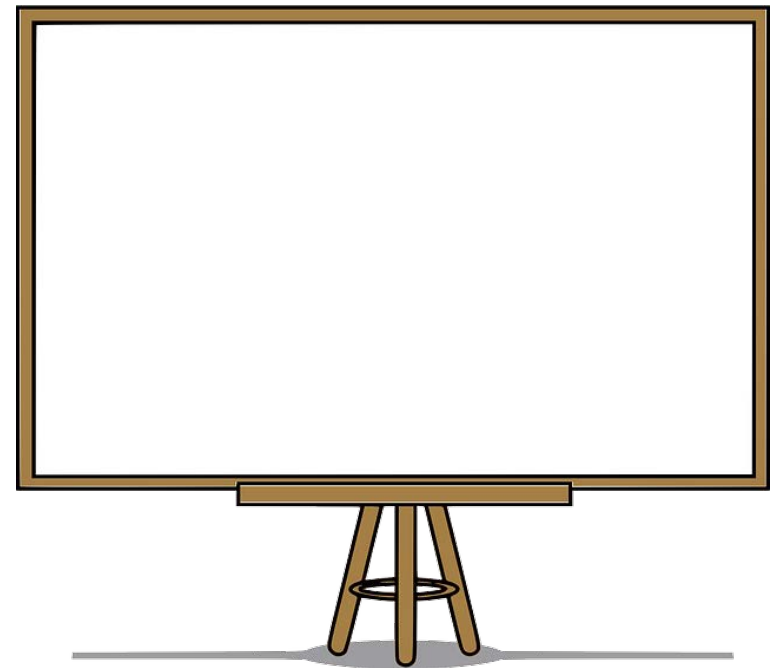


# SUMMARY AND CONCLUSION



# Survey Questions for Advanced ELL students

- How does group work help you practice social emotional competencies?
- What SEL skills do you have?
- How are your skills connected to group work from language class?



# Testimonial from ELL



Paulinus (Indonesia)

There are SEL competencies that I apply in class: relationship skills and self-awareness. I build relationship skills to easily to communicate with classmates... students comes from diverse culture and countries, I take the opportunity to create good relationships with them. To do that, I have to maintain my behavior and attitude with them and understand each others. In another word, my self-awareness skills can be applied.



# Testimonial from ELL



“

Nasiba (Afghanistan)

It helps me to believe in myself and participate in group work and workshops. Engaging and working with different students in a team helps me a lot to learn new things that I did not know. I became more confident and could ask any question, share my ideas, and give solutions to the problem. Teamwork is difficult sometimes, but it has more advantages than disadvantages.

”

# Summary

- ❖ **Review of SEL**
- ❖ **SEL & Group Work**
- ❖ **Example activities**
- ❖ **Summary/Conclusion**

**What ideas from this webinar will you try in your lesson planning for group work?**







**THANK YOU!**